



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

MEMORANDUM

To: District Superintendents
Charter Administrators
Principals

From: Kathleen Wiebke
Deputy Associate Superintendent for Highly Qualified Professionals

Date: Monday, February 09, 2004

Subject: NCLB 04-03: Arizona's Highly Qualified Teachers
No Child Left Behind Act (NCLB) 2001

Attached you will find materials designed to provide assistance with the implementation of the Highly Qualified requirements for teachers in the No Child Left Behind (NCLB) Act of 2001. Under the guidelines of NCLB, to be considered "highly qualified," teachers must meet certain criteria. These guidelines are in effect this year for teachers in Title I schools or who are paid from Title I funds. All other teachers have until the end of the 2005-2006 school year to meet the guidelines of NCLB. The purpose of these materials is to assist teachers in meeting these federally mandated guidelines. Below you will find a summary of the enclosed materials:

Arizona Highly Qualified Teachers: The first page entitled "Arizona Highly Qualified Teachers" presents a short checklist of the requirements of NCLB. Under the guidelines a teacher must have a bachelor's degree. They must also hold a valid state certificate (charter school teachers are exempt from this particular requirement). In addition, they must demonstrate subject matter competency. This can be accomplished through a variety of measures (see item 3). If the teacher is not able to demonstrate competency through the measures in part three and he or she has **three years of teaching experience**, the teacher would then move to the *Rubric for Arizona's Highly Objective Uniform State Standard of Evaluation*.

Rubric for Arizona's Highly Objective Uniform State Standard of Evaluation: NCLB allows each state to create a Highly Objective Uniform State Standard of Evaluation (HOUSSE) as an alternative to demonstrate subject matter competency. A task force comprised of superintendents, teachers, and principals representing charter schools, public schools, and higher education, as well as other stakeholders, created the HOUSSE document. In light of the feedback we received from teachers and administrators across Arizona, we believe this is a good compromise. Superintendent Horne wanted the task force to work with schools and districts to meet the federal guidelines, while at the same time making this document as inclusive as possible. It represents a start to defining a truly highly qualified professional.

Teachers are to complete this rubric through a process of self-reflection. If a teacher receives a score of 100 points or more, he or she meets the subject matter competency of NCLB.

ARIZONA HIGHLY QUALIFIED TEACHERS
(Pursuant to requirements mandated by P.L. 107-110 *No Child Left Behind* Legislation)

NAME: _____ DISTRICT: _____

SSN: _____ SCHOOL: _____

Please check where applicable:

- ☐ 1. Hold a bachelor's degree

AND

- ☐ 2. Hold a valid state certificate—charter school teachers are exempt from this requirement

- ☐ a. Elementary Certificate
☐ b. Secondary Certificate
☐ c. Special Education Certificate (List Disability Area(s): _____)

- ☐ 3. Teach at (*list school level:* _____, provide teaching assignment
(*elementary, middle, or secondary*)
_____)
(*grade & subject*)

- ☐ a. Passed a rigorous content State academic subject matter test (In Arizona this is the AEPA Professional Knowledge Test and the Subject Knowledge Test in the Content Area in which you are teaching. This test was first available in 1999), **or**
☐ b. Hold an advanced degree in your content area, **or**
☐ c. Hold National Board Certification **in the area in which you are currently teaching, or**
☐ d. **For Middle and High School only:** 24 hours in the content area

*If you checked 1, 2, **and** 3 (including 3.a, 3.b, 3.c **or** 3.d) above, under federal guidelines you are considered **highly qualified**. If you were not able to mark 3.a, 3.b, 3.c **or** 3.d, please complete rubric to verify that your existing qualifications meet the requirements of the *No Child Left Behind Act*.*

I attest to the factual completion of this evaluation.

Signature of Teacher

Date

Printed Name of Principal

Signature of Principal

Date

Instructions for Completing the Arizona Highly Qualified Rubric: These instructions will assist a teacher in the completion of both forms. We have also included a Glossary of Terms as they relate to NCLB to assist principals and teachers. Please note that if a teacher meets the criteria outlined on the first page, they do not need to move to the Rubric. Once a teacher has completed these forms, he or she submits the signed first page, along with the rubric (if necessary) to the building administrator. It is important to note that if a teacher at the middle and high school level teaches multiple subjects, this process must be completed for *each* subject.

Frequently Asked Questions: As we have shared this material with teachers, administrators, and other educational professionals, several questions have come up. We have attempted to answer and clarify those questions within the documentation. However, we have also included some of the most frequently asked questions.

Arizona Highly Qualified Teachers Verification of Compliance: This form is the only one that building principals need to complete and submit to their district office. Each school needs to retain a copy of this form along with copies of the individual teacher's signed attestations in the school office. Individual schools will submit only the Verification of Compliance to the district office. These records will be made available to the public upon request.

Sample Letters to Parents: Newly hired teachers working in Title I schools, or who work in a program supported by Title I Part A funds must be "highly qualified" at the start of the 2003-2004 school year. Parents must be notified if a teacher who does not currently meet the NCLB "highly qualified" requirements has taught their children for a period of four or more consecutive weeks. These sample letters may be adapted for each school's needs.

Sample Notice to Parents: Parents of students attending a school that receives Title I funds must be notified on an *annual* basis of their right to request information on the qualifications of their student's classroom teacher. This includes whether the teacher has met state qualifications and licensing criteria for the grades and subjects taught; whether the teacher is teaching under an emergency certificate; information on the teacher's degree major and the field discipline of the certification or degree; whether the child receives services from paraprofessionals and, if so, their qualifications. This *sample* notification may be used to accommodate this requirement if you so desire.

We want teachers who teach Arizona's children to have the necessary depth of knowledge to help children develop deep and meaningful understandings. Children are inspired to learn by teachers who are passionate about the content and who engage their students in active inquiry and exploration. Teachers with an in-depth knowledge of content are better able to make the critical instructional decisions that high quality teaching and learning demand. To this end, we want to assist districts and schools in providing on-going professional development in the areas of effective teaching strategies and data driven decision-making in the content areas in which teachers are working.

While the Arizona Department of Education needs to ensure compliance, our number one goal will always be that of service. In the next few months we will be working with the Arizona Education Association to provide regional presentations on these materials. In the meantime, should you have any questions or concerns you may contact me at 602.364.2294 or at kwiebke@ade.az.gov.

Attachments

Rubric for Arizona's Highly Objective Uniform State Standard of Evaluation

(All selected activities must be specific to content area being taught)

Years of Experience Teaching in the Content Area	College Coursework in the Content Area	Professional Development and Activities related to the Content Area	Service related to the Content Area	Awards, Presentations, Publications related to the Content Area
<ul style="list-style-type: none"> Elementary level includes teaching experience in an elementary classroom Middle and High School level includes teaching experience in the content area being taught 	<p>Must be specific to content area being taught:</p> <p>Elementary:</p> <ul style="list-style-type: none"> Course work in the elementary content areas Methods courses in the elementary content areas (9 credit hours only) Course work in child development (3 credit hours only) <p>Middle School:</p> <ul style="list-style-type: none"> Content area courses (<i>Maximum of 3 credit hours in each of the following areas</i>): <ul style="list-style-type: none"> Methods courses related to core academic content area Early adolescent psychology Middle School curriculum <p>High School:</p> <ul style="list-style-type: none"> Content area coursework as identified in the Arizona Academic Standards: <ul style="list-style-type: none"> Language Arts (reading & English) Mathematics Science Social Studies Foreign Languages The Arts (see Glossary) <p>Special Education:</p> <ul style="list-style-type: none"> Course work in the special education content areas Methods courses in the special education content areas (9 credit hours only) Course work in child development (3 credit hours only) 	<p>Must be specific to the content area (list is not inclusive):</p> <ul style="list-style-type: none"> Served on a committee that developed, selected or evaluated academic standards Served on a committee that developed, selected or evaluated professional teaching standards Served on a committee that developed, selected or evaluated curriculum Served on a committee that aligned local academic standards with state standards Served on a committee that developed, validated or evaluated academic assessments Participated in regional, state or national professional conferences/ seminars/ workshops Participated in district approved professional development activities in content area Completed all assessments for National Board Certification (20 points) 	<p>Must be specific to the content area:</p> <ul style="list-style-type: none"> Chair/team leader Mentor teacher Cooperating teacher for student teacher Leadership position in a regional, state, or national professional organization Instructor at an Institute of Higher Ed. in course related to the content area Presentations at the school/ district level in areas related to the content area 	<p>Must be specific to the content area:</p> <ul style="list-style-type: none"> Recipient of a State or National Award Presentations at regional, state or national professional organization meetings Article in regional, state, or national journal
10 points per year. Maximum=50 points.	4 points per credit hour	5 points per documented activity (within the past 10 years)	5 points per year per documented service Maximum =30 pts.	5 points per documented activity Maximum=30 points
# Years:	# Sem. Cr. Hrs.:	# Activities:	# Services:	# Activities:
TOTAL Points:	TOTAL Points:	TOTAL Points:	TOTAL Points:	TOTAL Points:

A score of 100+ points = Highly Qualified

GRAND TOTAL: _____

Frequently Asked Questions *Arizona Highly Qualified Rubric*

1. **How often must a teacher complete the *Arizona Highly Qualified Rubric* for a single content area?**

Answer: Teachers will need to complete the *Arizona Highly Qualified Rubric* only **one time** for **each** content area in which they are currently teaching.

2. **What if a teacher is teaching in more than one content area at the middle or high school level?**

Answer: Teachers must complete the *Arizona Highly Qualified Rubric* for **each** content area in which they are **currently** teaching.

3. **Will teachers who are currently certified but not currently teaching be eligible to use the rubric?**

Answer: Teachers who are currently certified but not currently teaching will be eligible to use the rubric upon returning to a teaching position within a district or charter school setting.

4. **Who should complete the rubric form?**

Answer: Teachers are to complete the rubric form. Building administrators are to sign off upon completion of the rubric.

5. **If a teacher's certification is expiring this school year, will the renewal of this certificate be affected by the guidelines for "highly qualified" under the *No Child Left Behind Act*?**

Answer: No, not at all. The "highly qualified" criterion is separate from the certification process. Therefore, renewing a teaching certificate will not be effected.

6. **How does *National Board Certification* effect becoming "highly qualified"?**

Answer: If a teacher holds *National Board Certification* in the content area in which he/she is teaching, the teacher is "highly qualified" and need complete only the front page of the rubric form. However, if the teacher completed the process of *National Board Certification* in the content area but has yet to earn certification, he/she is then eligible to gain points under Column 3 of the rubric for "completed assessments for *National Board Certification (NBC)*".

7. **What is considered to be a "valid state teaching certificate"?**

Answer: A "valid teaching certificate" includes both **provisional** and **standard** certificates. It **does not** include the emergency certificate.

8. **What should teachers submit to the Arizona Department of Education to demonstrate "highly qualified" status?**

Answer: **Nothing.** Teachers will **submit** their completed rubric to their **building administrator** who will sign off indicating that the individual teacher has met the criteria for

‘highly qualified’. The building administrator will then maintain a copy of the rubric in the school office.

9. Do extra-curricular activities, such as a science trip to Catalina Island or sponsoring the school’s science club, count for points on the rubric?

Answer: Extra-curricular activities in the content area **do count** under the rubric heading of “Service”.

10. Does the criterion for “highly qualified” apply to private schools?

Answer: The criteria for the *No Child Left Behind Act* and the highly qualified professional apply only to district and charter schools.

11. What is the definition of an “advanced degree”?

Answer: If a teacher is teaching in elementary school as defined by the *No Child Left Behind Act*, an advanced degree in elementary education or curriculum and instruction would count. If a teacher is teaching middle or high school students, the advanced degree must be in the content area in which he/she is currently teaching. However, if a middle or high school teacher has an undergraduate degree in the content area followed by an advanced degree in secondary or middle school education or curriculum and instruction, the advanced degree will count.

12. How do teachers of special education students and English language learners fit into the rubric?

Answer: Teachers of special education at all levels must first complete the rubric to become “highly qualified” as a special education teacher. If they are teaching at a middle or high school in a content area, they must then complete another rubric for each content area in which they are teaching. The teachers of English language learners at the middle and high school levels who are teaching content areas must complete the rubric for each content area in which they are teaching. As ESL is an endorsement, it is not necessary to complete the rubric for this area.

13. Are there teachers who do not have to meet the “highly qualified” standard by completing the rubric?

Answer: Yes. The rubric must be completed by teachers in core academic areas as defined by the *No Child Left Behind Act* (See Glossary for more detail). For example, PE and performing arts teachers **do not** have to complete the rubric. However, music and visual arts teachers **do** have to complete the rubric.

14. Who decides whether or not an activity is worth points?

Answer: The building administrator determines if an activity is worth points. For example, a brief (10-15 minute) professional development activity held at the end of a faculty meeting **would not** be worth points. However, a half-day professional development activity **would** be worth points. Remember, all professional activities **must** be in the content area in which the teacher is currently teaching.

Arizona Highly Qualified Teachers Verification of Compliance
Pursuant to requirements mandated by P.L.107-110 *No Child Left Behind* Legislation
2003-2004

School: _____

District: _____

Principal: _____

Number of Classroom Teachers _____

Number of Assistant Principals _____

Number of Principals _____

Percent of Teachers meeting the definition of Highly Qualified _____

Percent of classes taught by Highly Qualified Teachers _____

Principal Signature

Date

*Keep one copy of this form in the school office along with signed individual teacher attestations.
Submit a copy of this form to the district or the administrative office.*

Thank you.

SAMPLE LETTER

Regarding a Certified Teacher Who Does Not Meet the Criteria of the Highly Qualified Professional

Dear Parent:

Under a new federal law, No Child Left Behind (NCLB) of 2001, we must provide parents notice when your child's teacher does not meet the requirements of a highly qualified professional as outlined in NCLB legislation.

Your child is being taught by [name of teacher]. [Name of teacher] is certified to teach in the state of Arizona. He/She has been teaching at [name of school] since [year] and has been teaching quite successfully. However, at this time [Name of teacher] does not meet the necessary criteria. NCLB changed the criteria for defining a teacher as "highly qualified." Although he/she does not meet the criteria, I want to assure you that [name of teacher] is working hard to provide a quality education to your child while at the same time making every attempt to meet the requirements in a timely manner.

If you have any questions, please contact me.

Sincerely,

Principal

SAMPLE LETTER

Regarding a Teacher Working on an Emergency Certificate

Dear Parent:

Under a new federal law, No Child Left Behind (NCLB) of 2001, we must provide parents notice when your child's teacher does not meet the requirements of the highly qualified professional as outlined in NCLB legislation.

We were not able to hire a fully certified teacher for this position. This indicates he/she did not meet the requirements for a standard teaching certificate. As a result he/she is not in compliance with NCLB. We will be working with [Name of teacher] to assist him/her in obtaining full certification, or continue our efforts to find a certified teacher who can meet the NCLB requirements. [Name of teacher] is very committed to teaching and the children. However, we will continue our efforts to find a fully qualified certified teacher.

If you have any questions, please contact me.

Sincerely,

Principal

SAMPLE NOTICE TO PARENTS

*Required to be sent out annually to notify parents of **all** children in **all** Title I schools*

To: All Parents

From: [Insert name] School District/Charter

Date: [Insert Date]

As a parent of a student in the [insert name] School District/Charter School, under the No Child Left Behind Act of 2001, you have a right to know the professional qualifications of the teachers who instruct your child. The No Child Left Behind Act gives you the right to ask for the following information about each of your child's classroom teachers:

- ❖ Whether the State of Arizona has licensed or qualified the teacher for the grades and subject he or she teaches.
- ❖ Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- ❖ The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- ❖ Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact [insert name] at [insert telephone number].